

<b>1. COMMUNICATION</b> <b>Communicate effectively in Spanish in order to function in a variety of situations and for multiple purposes</b>				
Students can...	4	3	2	1
<b>1.1 Interpersonal:</b> Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings or opinions.	I can express myself freely and spontaneously and for the most part accurately, on concrete topics and on most complex issues. I can usually support my opinion and develop hypothesis on topics of particular interest or personal experience.	I can express myself full not only on family topics but also on some concrete, social, academic, and professional topics. I can talk in detail and in an organized way about events and experiences in various time frames. I can share my point of view in discussions on some complex issues.	I can participate in conversations about familiar topics that go beyond everyday lives. I can talk in an organized way and with some details about events and experiences in various time frames. I can describe places, people, and things in an organized way. I can handle familiar situations with unexpected complications with detail.	I can participate in conversations about familiar topics that go beyond everyday lives. I can talk in an organized way and with some details about events and experiences in various time frames. I can describe places, people, and things in an organized way and with some details.
<b>1.2L Interpretive:</b> Understand, interpret, and analyze what is heard, read or viewed on a variety of topics.	I can easily follow narrative, informational, and descriptive speech. I can understand discussions on most topics that deal with special interests, unfamiliar situations, and abstract concepts. I can sometimes follow extended arguments and different points of view.	I can understand the main idea and most of the supporting details on a variety of topics of personal and general interest, as well as some topics of personal interest. I can follow stories and descriptions to great lengths and in various time frames. I can understand information presented in most genres,	I can understand the main idea and some supporting details in organized speech on a variety of topics of personal and general interest. I can follow stories and descriptions of some length and in various time frames. I can understand information presented in a variety of genres on familiar topics,	I can understand the main idea and some supporting details in organized speech on a variety of topics of personal and general interest. I can follow stories and descriptions of some length and in various timeframes.

		even when not with the topic.	even when something unexpected is expressed.	
<b>1.2R Interpretive:</b> Understand, interpret, and analyze what is heard, read or viewed on a variety of topics.	I can easily follow narrative, informational, and descriptive texts. I can understand what they read on most topics that deal with special interests, unfamiliar situations, and abstract concepts. I can sometimes understand extended arguments and different points of view.	I can understand the main idea and supporting details in texts on a variety of topics of personal and general interest, as well as some professional topics. I can follow stories and descriptions of considerable length and in various time frames. They can understand texts written in a variety of genres, even when they are unfamiliar with the topic.	. I can understand the main idea and supporting details on a variety of topics of personal and general interest. I can follow stories and descriptions of some length and in various timeframes and genres.	I can understand the main idea and some supporting details on a variety of topics of personal and general interest. I can follow stories and descriptions of some length and in various timeframes in genres
<b>1.3S Presentational:</b> Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.	I can deliver detailed presentations, usually with accuracy, clarity and precision, on a variety of topics and issues related to community interests and some special field of expertise.	I can deliver well-organized presentations on concrete social, academic, and professional topics. I can present detailed information about events and experiences in various timeframes.	I can deliver organized presentations appropriate to my audience on a variety of topics. I can present detailed information about events in various timeframes.	I can deliver and organized presentation appropriate to my audience on a variety of topics. I can present information about events in various timeframes.
<b>1.3W Writing:</b> Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.	I can write extensively with significant precision and detail on a variety of topics, more complex issues, and some specific fields of expertise.	I can write on a wide variety of general interests, professional and academic topics. I can write a well-organized, detailed paragraphs in various timeframes.	I can write on general interests, professional and academic topics. I can write detailed and organized paragraphs in various timeframes.	I can write on general interest, academic and professional topics. I can write organized paragraphs about events and experiences in various timeframes.

<b>2. Cultures: Interact with cultural competence and understanding</b>				
<b>Student can...</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>2.1:</b> Relating Cultural Practices to Perspectives: Use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	I can expand my repertoire of age-appropriate and culturally appropriate practices.	I can build a fundamental repertoire of age-appropriate practices.	I can engage in age-appropriate and culturally appropriate practices.	I can interact with age-appropriate and culturally appropriate practices.
<b>2.2:</b> Relating Cultural Products to Perspectives: Use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	I can identify, discuss, and analyze both tangible and intangible products of the culture, and I am able to create samples of expressive products that relate appropriately to cultural perspectives.	I can observe and experience expressive products of culture and analyze their importance.	I can observe and identify tangible products of the target culture.	I can interact with tangible products of the target culture.

<b>3. Connections and Communities: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations. Interact and collaborate with cultural competence to participate in multicultural communities at home and around the world.</b>				
<b>Student can...</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>3.1:</b> build, reinforce, and expand my knowledge of other disciplines while using the target language to develop critical thinking and to solve problems creatively.	I can research an issue of global importance in order to provide detailed insights from the perspective of a country or countries where the target language is spoken.	I can research an issue of global importance in order to provide insights from the perspective of a country or countries where the target language is spoken.	I can begin to research an issue of global importance and develop some insights from the perspective of a country or countries where the target language is spoken.	I can begin to research an issue of global importance and develop some insights from the perspective of a country or countries where the target language is spoken with some assistance.
<b>3.2:</b> access and evaluate information and diverse perspectives that are available through the target language and its cultures.	I can use authentic materials to access new information and gain diverse perspectives.	I can somewhat use authentic materials to access some new information in order to gain diverse perspectives.	I can explore authentic materials to begin to access new information and develop diverse approaches to language learning.	I can interact with authentic materials to begin to access to new information and attempt to gain diverse perspectives.

<b>3.3:</b> engage in language and culture related events and projects within both real and virtual communities.	I can discuss and express opinions on current events and issues with detail through interpersonal oral or written exchanges with speakers of the target language and/or students in other classes, and in face-to-face or virtual settings.	I can discuss and express opinions on current events and issues through interpersonal oral or written exchanges with speakers of the target language and/or students in other classes, and in face-to-face or virtual settings.	I can somewhat discuss and express opinions on current events and issues through interpersonal oral or written exchanges with speakers of the target language and/or students in other classes, and in face-to-face or virtual settings.	I can begin to discuss and express opinions on current events and issues through interpersonal oral or written exchanges with speakers of the target language and/or students in other classes, and in face-to-face or virtual settings.
--	---	---	--	--

<b>4. COMPARISONS: Develop insight into the nature of language and culture in order to interact with culture competence</b>				
<b>Student can...</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>4.1</b> use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	I can analyze comparable linguistic elements in the language being learned, and conjecture about how language use forms to express time and tense relationships. I can recognize that idioms may include cognates as well as false cognates.	I can analyze comparable linguistic elements in the language being learned, and conjecture about how language use forms to express time and tense relationships.	I can analyze and compare differences between spoken and written grammar and lexicon in both the language being learned and my own, taking into account the audience, purpose and genre.	I can compare differences between spoken and written grammar and lexicon in both the language being learned and my own, taking into account the audience, purpose and genre.
<b>4.2</b> use language to investigate, explain and reflect on the concept of culture through comparisons of the cultures studied and their own.	I can identify, examine and analyze the relationship between cultural projects, practices and perspectives in the target cultures and my own by researching, observations and interviews.	I can identify and analyze the relationship between cultural projects, practices and perspectives in the target cultures and my own by doing research and observations.	I can identify and examine the relationship between cultural projects, practices and perspectives in the target cultures and my own by doing research.	I can begin to identify and examine the relationship between cultural projects, practices and perspectives in the target cultures and my own by researching and observations.